



APRIL 2003 AGENDA

SUBJECT	X	ACTION
	X	INFORMATION
		PUBLIC HEARING
California English Language Development Test (CELDT): Including, but not limited to, Contractor Summary of Improvements.		

Recommendation:

This item is presented to the State Board of Education (SBE) for their information.

Summary of Previous State Board of Education Discussion and Action

SBE reviewed and approved the Request for Proposals for the CELDT Program at its May 2002 meeting. At the October 2002 meeting, SBE received an update on the awarding of the contract to the current contractor, CTB/McGraw-Hill.

Summary of Key Issue(s)

In the attachment to follow is information from the contractor on the CELDT improvements and test development that is currently in process. CTB/McGraw-Hill's test improvements are based on input that has been provided by classroom teachers, administrators, and the SBE during the first two years of testing.

The California Department of Education has worked closely with CTB/McGraw-Hill to improve the CELDT. All of the described improvements are currently being field-tested and once it is determined that the improvements meet professional psychometric standards, they will be incorporated into the July 2003 test form.

One major improvement is the creation of two versions of the test; one for the annual assessment, the second for the initial identification.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Attachment 1: California English Language Development Test (CELDT) Improvements
(Pages 1-9)

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT) IMPROVEMENTS (Provided by CTB/McGraw-Hill)

The California English Language Development Test (CELDT) was developed by CTB/McGraw-Hill in conjunction with the CDE Standards and Assessment Division in response to legislation requiring school districts to assess the English Language proficiency of all English Learners annually and upon initial enrollment. The testing window for Annual Assessment begins on July 1 and ends on October 31. Initial Identification testing may be conducted at any time during the year (July 1 to June 30).

The first operational test, CELDT Form A, was administered to students between May 14, 2001 and October 31, 2001. CELDT Form B was first used during the testing window July 1 to October 31 for Initial and Annual Assessment. It will continue to be used for Initial Identification until June 30, 2002.

During the first two years of operational testing, CTB and CDE have received invaluable input from classroom teachers and administrators, which has helped to guide decisions about how to improve the assessment and many other aspects of the program. This input has influenced the evolution of the CELDT content and format, as well as the processes for administering and scoring the test.

The State Board of Education (SBE) and the teachers provided CDE with valuable information regarding critical issues for the CELDT Program. CDE used this information to draft an RFP. As a result, CDE has been working with CTB/McGraw-Hill to determine areas in which the CELDT could be improved. All of the improvements mentioned below were field-tested to ensure that the reliability and validity of the CELDT are maintained.

One of the major improvements to the CELDT program is the creation of two versions of the test. One is the Annual Assessment version that will be administered during the July–October testing window. The second one is the Initial Identification to be administered during the November–June testing window. The second version will also be used for students taking the Large Print or the Braille version of the test.

The improvements being incorporated in Form C are addressed in this document by skill area. The chart below shows the structure of Form C.

CELDT Form C

LISTENING AND SPEAKING

(Assessed at Grades K through 12)

Listening

- Following Oral Directions
- Teacher Talk
- Extended Listening Comprehension

Speaking

- Oral Vocabulary
 - Speech Functions
- (Assessed at Grades 3–12)
- Choose and Give Reasons
 - Four-Picture Narrative

READING

(Assessed at Grades 2 through 12)

- Word Analysis
- Fluency and Reading Vocabulary
- Reading Comprehension
- Literary Analysis

WRITING

(Assessed at Grades 2 through 12)

- Grammar and Structure
- Writing Sentences (Strategies and Applications)
- Writing Short Compositions (Strategies and Applications)

Listening and Speaking

Replacement of the Story-Retelling Item

Before the improvements, the Listening/Speaking section of the CELDT included a story-retelling item used to elicit a sample of speech. The story-retelling item was not owned by CDE and was burdensome to administer. It required transcription and the use of a tape recorder to administer and to record each student's speech.

The contractor has developed and field tested a replacement item that will generate a student's speech sample without these logistical problems. Test administration training will enable teachers to administer and score the new item with ease.

Easier-to-Score New Speaking Items

The contractor has developed new scoring rubrics appropriate to the new item. Training on how to use these rubrics will be provided. In addition, checklists with written rationales will be included in the Scoring Guides.

No Special Equipment Needed for Test Administration

A tape recorder will no longer be used to administer the CELDT. The Listening and Speaking subtest of the assessment has been configured to allow classroom teachers to administer the Listening portion in small groups. This section will take no longer than 15 minutes. Removing the need for equipment provides more flexibility in where and when the test can be given. This is a common procedure used by other valid language proficiency tests that are administered by teachers without use of pre-recorded tapes.

It is, however, important to address the issue of standardization of the test. Teacher training is the key to ensuring that test administration is "reasonably equivalent" for all students. The contractor will provide training in 12 different locations in the state. A training kit will also be provided for reference during the testing window.

In addition to training, the contractor in collaboration with CDE will provide schools and districts with a set of guidelines to ensure standard test administration.

Shortened Test Administration Time

The test has been divided into two sections to shorten the test administration time. One section is administered individually; one section is administered in groups. The total Listening and Speaking test will take approximately 25 minutes.

The individually administered section will typically take about 10 minutes of one-on-one administration time. This section of the test will take no more than 10 minutes, depending on the student's proficiency level. A pilot study conducted by the contractor demonstrates that the average individual administration time is 8½ minutes. This section of the test will also include recommended stop points for students with low oral language proficiency.

The group administered section of the test will be given to groups of students in Grades 1 through 12. The size of the groups will depend on the grade level. For instance, first-grade students may take the test in groups of 7, and twelfth-grade students may take the test in groups of 15–30. This section of the test will take approximately 15 minutes.

Enhancement of the Listening and Speaking Test Content

The new Listening and Speaking test has been enhanced by the addition of a Comprehension section. This section assesses students' oral comprehension conducive to the requirements of Title III.

Reading

A Shorter Reading Test

The Reading test has been shortened by 10 items. Also, the waiting time between sections of the test has been decreased by reducing the number of times a teacher stops the test administration. A study conducted by the contractor supports making these changes.

Reliability of the Test at the Critical Cut Point

The contractor has focused on maximizing the reliability of the test around the Early Advanced category, within the limits of maintaining reasonable reliability elsewhere on the scale.

Writing

An Easier-to-Score Writing Test

The extended writing item has been redesigned to elicit sufficient writing to show students' proficiency in writing. A simpler rubric with fewer score points was developed to make scoring these items easier.

Reliability of the Test at the Critical Cut Point

The contractor has focused on maximizing reliability of the test between the Intermediate and the Early Advanced categories, within the limits of maintaining reasonable reliability elsewhere on the scale.

Friendlier Test Materials Design

The contractor has made improvements to test materials to facilitate local scoring, by providing an answer document designed to have all response bubbles for multiple-choice items on one page for Grades 3 and up. An overlay allows local test scorers to score all those items easily.

More Comprehensive Student Score Sheet

The contractor has designed a Student Score Sheet that will provide local scorers with more comprehensive and detailed information regarding students' competency in English.

Estimated Test Administration Time for Form C

The following charts show the estimated test administration time of the CELDT operational Form C. The CELDT is an untimed test due to student differences in language proficiency. However, the contractor will determine natural stopping points that can be implemented to reduce student and teacher stress. This is especially important for students in Kindergarten and Grade 1. These students take the Listening and Speaking subtest only.

Chart 1: Estimated Test Administration Time by Skill Area

Listening and Speaking	15 minutes of group administration, and 10 minutes of individual administration
Reading	45 minutes of group administration
Writing	55–60 minutes of group administration

The new edition of the CELDT estimates that the new Listening and Speaking subtest will contribute to an overall time savings of 9 hours and 45 minutes when this subtest is administered to groups of 30 students. Administering a portion of Listening and Speaking in groups will maintain the psychometric qualities of the test and at the same time will relieve teachers of the burden of a lengthy individual administration and scoring.

Table 1: Time savings with the new CELDT Listening and Speaking Format

Number of Students	Group Administration	Individual Administration	Overall Teacher Time [New Format]	Total Savings Minutes (Based on Old Format 30 min x Student)
1	15 min	10 min	25 min	5 minutes
5	15 min	50 min	65 min	55 minutes
7	15 min	70 min	85 min	125 min [1 hr, 5 min]
10	15 min	100 min	115 min	185 min [3 hrs, 5 min]
15	15 min	150 min	165 min	255 min [4 hrs, 15 min]
20	15 min	200 min	215 min	400 min [6 hrs, 40 min]
25	15 min	250 min	265 min	425 min [7 hrs, 5 min]
30	15 min	300 min	315 min	585 min [9 hrs, 45 min]

The tables below (Tables 2 through 7) show the test administration time by Skill Area and Type of Administration. These tables also include preliminary information in regard to the number of items per Grade Span and Strand.

Table 2: Grade K Form C—Listening and Speaking

SUBJECT	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Teacher Talk	4	25 min	Individual
	Extended Listening Comprehension	3		
	Following Oral Directions	10		
	Oral Vocabulary	10		
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	29		

Table 3: Grade 1 Form C—Listening and Speaking

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Teacher Talk	4	10 min	Group
	Extended Listening Comprehension	3		
	Following Oral Directions	10	15 min	Individual
	Oral Vocabulary	10		
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	29		

Table 4: Grade 2 Form C—Listening and Speaking, Reading, and Writing

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Teacher Talk	4	10 min	Group
	Extended Listening Comprehension	3		
	Following Oral Directions	10	15 min	Individual
	Oral Vocabulary	10		
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	29		
READING	Word Analysis	12	45 min	Group
	Fluency and Vocabulary	12		
	Reading Comprehension and Literary Analysis	11		
	TOTAL READING	35		
WRITING	Grammar and Structure	19	55–60 min	Group
	Writing Sentences	4		
	Write Short Composition	1		
	TOTAL WRITING	24		

Table 5: Grades 3–5 Form C—Listening and Speaking, Reading, and Writing

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Following Oral Directions	10	15 min	Group
	Teacher Talk	6		
	Extended Listening Comprehension	3		
	Oral Vocabulary	10	10 min	Individual
	Speech Functions	4		
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	33		
READING	Word Analysis	7	45 min	Group
	Fluency and Vocabulary	14		
	Reading Comprehension and Literary Analysis	14		
	TOTAL READING	35		
WRITING	Grammar and Structure	19	55–60 min	Group
	Writing Sentences	4		
	Write Short Composition	1		
	TOTAL WRITING	24		

Table 6: Grades 6–8 Form C—Listening and Speaking, Reading, and Writing

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Following Oral Directions	10	15 min	Group
	Teacher Talk	6		
	Extended Listening Comprehension	3		
	Oral Vocabulary	10		
	Speech Functions	4	10 min	Individual
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	25		
READING	Word Analysis	6	45 min	Group
	Fluency and Vocabulary	17		
	Reading Comprehension and Literary Analysis	12		
	TOTAL READING	35		
WRITING	Grammar and Structure	19	55–60 min	Group
	Writing Sentences	4		
	Write Short Composition	1		
	TOTAL WRITING	24		

Table 7: Grades 9–12—Listening and Speaking, Reading, and Writing

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Following Oral Directions	10	15 min	Group
	Teacher Talk	4		
	Extended Listening Comprehension	3		
	Oral Vocabulary	10	10 min	Individual
	Speech Functions	4		
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	33		
READING	Word Analysis	4	45 min	Group
	Fluency and Vocabulary	15		
	Reading Comprehension and Literary Analysis	16		
	TOTAL READING	35		
WRITING	Grammar and Structure	19	55–60 min	Group
	Writing Sentences	4		
	Write Short Compositions	1		
	TOTAL WRITING	24		